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crops a year. The fullest use is made of all available space. Not only are most crops started in nurseries so that they may be well along by the time the fields are ready for their reception, but often the second crop is started in the field, between rows of the first crop before this first has matured. In order that enough nourishment may be returned to the soil depleted by this multiple cropping, every bit of waste must be returned to the fields and in such form as to be most easily assimilated by the crops. To what extent this process of fertilization has been developed is shown in the chapters on "Utilization of Waste" and "Extent of Canalization and Surface Fitting of Fields."

The author especially emphasizes the grasp of principles which is made evident by their practices. This is shown in their appreciation of the value of water in crop production and the methods adopted, especially in connection with rice culture, for full utilization of water supply. It is shown again in the sparse use made of animal products as food, since "by devoting the soil to growing vegetation which man can directly digest they have saved sixty pounds per hundred of absolute waste by the animal." Their use of waste for fertilizers, their system of crop rotation including nitrogen-storing legumes, their economies of time in the use of nurseries, selection of kinds of food to be used as staples, utilization of by-products, all go to prove the author's point that "effective thinking, clear and strong, prevails among the farmers who have fed and are still feeding the dense population from the products of their limited areas."

The time and energy necessary to carry out all these minute economies of cultivation would not of course be available unless labor were cheap and plentiful. In China, farm laborers receive from \$8.60 to \$12.90, gold, per year, with fuel, food, and presents which make a total of \$12.20 to \$21.50. "This is less for the year than we pay for a month of probably less efficient labor. Add to this the great burden of taxation, which amounts to from \$1.98 on upland to \$7.34 per acre on the paddy-fields, and it is not difficult to realize on what a narrow margin the peasant farmer who does his own work, cultivating the average holding of 2.6 acres, must live, even though his crop returns per acre averages \$49.03 for paddy-fields and \$41.36 for upland fields.

Although western nations may never accept such standards as would make living under these conditions possible, their future welfare will require the adoption of some policy of soil conservation, to the formation of which Mr. King's study of oriental practice must contribute much that is of value.

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*La méthode positive en science économique.* By FRANÇOIS SIMIAND.  
Paris: Félix Alcan, 1912. 8vo, pp. 208. Fr. 2.50.

The present volume is a contribution to the eternal controversy on method in economic science. It consists of a group of critical studies, which have appeared intermittently in *L'Année sociologique*. The author has brought

these essays together with the apparent purpose of capping them with a positive suggestion contained in the last essay.

The arguments used by the author in his polemics against the various schools of economists have long been the common property of all the students of the science. Consequently the book is to be accepted only as a restatement of economic commonplaces.

The first essay is a criticism of the naïve psychological deductions in economic science. Incidentally, the author brings in the suggestion of the use of experimental psychology in economics. The difficulty of such a procedure is frankly admitted but no attempt whatever is made to surmount it. In the second essay the author seeks to distinguish economics as a science from economics as an art. The third and the fourth essays are aimed against the deductive method and the utilitarian school of economists. The fifth essay points out the limitations of the mathematical method in economic science.

The last essay, which gives the book its title, forms the constructive part of the author's work. In it the author makes a plea for the use of both the deductive and the inductive method in the study of economics. Furthermore, economics must deal in realities. To accomplish this it is necessary to study the individual, not as an isolated being, but as a member of society. From this it follows that the study of collective or social psychology is of far greater importance than that of individual psychology. Here the author does not advance farther than making mere assertions. He does not seem to be much concerned about giving the reader any idea of what this highly metaphysical entity, collective psychology, consists.

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*Opportunities in School and Industry for Children of the Stockyards District.* By ERNEST L. TALBERT. Chicago: The University of Chicago Press, 1912. 8vo, pp. vi+64.

The present study is one of a series of investigations of Stockyards conditions undertaken by the University of Chicago Settlement for the purpose of aiding the Settlement in its attempt to solve the problems of its community. The particular phase dealt with in this part of the study is "an endeavor to learn what becomes of boys and girls leaving school between the ages of fourteen and sixteen, with a view to ascertaining the sort of school training that is needed by such children, and the desirability of establishing a system of vocational direction in connection with the public schools which will guide those leaving school in the choice of an occupation."

From this investigation the writer is led to conclude not only that most of the industries open to fourteen-year-old children do not need the work of these children, but also that the net result of this work is instability of character in the children. He finds that economic pressure only partly accounts for those who leave school, other reasons being failure of the school to meet the needs of children, and ignorance in the home regarding opportunities. How-